

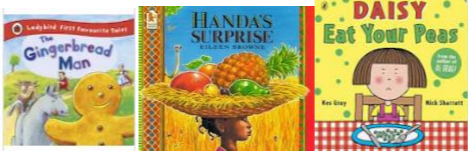


Reception Curriculum Map - YEAR 2 Spring 1 - Being Healthy

 <p>Being Healthy</p>	<p>Possible Ideas / Lines of Enquiry</p> <ul style="list-style-type: none"> Learning about being healthy Learning about our bodies Learning to persevere 	<p>Experiences and Trips</p> <p>Bird Watching Theatre Experience – Snow White Writing workshop (TBC) Stay and Read morning (TBC)</p> <p>Important Dates:</p> <p>RSPB's Big School's Birdwatch (05.01) Chinese New Year NSPCC Number Day (04.02) Valentines Day (14.02)</p>	<p>Subject Vocabulary</p>		
<p>Core Books</p>		<p>Nursery Rhymes</p> <p>Head Shoulders Knees and Toes This is the way I brush my teeth Pat-a-cake Ten Tall fingers Days of the Week If your happy and you know it</p>	<p>Talk for Writing</p> <p>The Gingerbread Man Handa's Surprise Eat Your Peas</p> 	<p>Hygiene</p>	<p>Keeping clean and preventing the spread of germs</p>
<p>PE Sessions: Dance</p> <p>Different ways of moving Changing direction Moving in time to music Exploring different ways of moving</p>	<p>Literacy</p> <p>Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words Tricky Words was you they my by all are sure pure Writing CVCC words, writing captions, writing lists</p>	<p>Word Aware Concepts</p> <p>around last, before, different, heavy, thick, shiny</p>	<p>Jigsaw PSHE</p> <p>Dreams and Goals</p> <p>Challenges, Perseverance Goal-setting, Overcoming obstacles Seeking help Jobs, Achieving goals</p>	<p>Balanced Diet</p>	<p>Eating a wide variety of nutritious foods from all the different food groups</p>
<p>ICT:</p> <p>Technology in our role play - how people that help us use technology - doctors, dentist, supermarket Using the computer to draw pictures (Winter Tree) Continue mini mash and 2dos</p>	<p>Maths</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • Sort odd and even numbers according to their 'shape' • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Spatial thinking and shape 2D / 3D Shape</p>	<p>RE</p> <p>Why is the word 'God' so important to Christians? (What does God mean? Who believes in God? God the creator) Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Exercise</p>	<p>Active movements to keep us physically fit</p>	
<p>Music</p> <p>Music Express Activities "Special people" focus on pulse and rhythm Sing songs in relation to topic Express feelings in response to different music To create music in response to a stimulus</p>	<p>Maths</p> <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • Sort odd and even numbers according to their 'shape' • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. Spatial thinking and shape 2D / 3D Shape</p>	<p>RE</p> <p>Why is the word 'God' so important to Christians? (What does God mean? Who believes in God? God the creator) Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Curved, straight, sides, corners, equal</p>	<p>Mathematical language to describe shapes</p>	
<p>UTW Experiences (Science, History, Geography)</p> <p>History - Past and Present</p> <p>Children will know how they have changed from being a baby to 4/5 years old Lifecycle of Humans - baby to adult</p> <p>Geography / Science - The Natural World</p> <p>Learning about how to take care of themselves. (Wash, sleep, exercise, diet, oral hygiene, well-being) Children will know the names of body parts. Children will melt and solidify different substances and combine and mix (Pancake Day/Gingerbread Man) Observe, measure and record changes to materials by heating and cooling in cooking (e.g. toast, ice lollies, eggs) Children will know that this time of year is Winter and the signs and changes of Winter.</p>	<p>Expressive Arts and Design:</p> <p>Drawing To draw on a range of surfaces and scales Draw accurate representations of people and objects Artist Focus: Guiseppe Arcimboldo.</p> <p>Sculpture Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Develop the language to describe structures achieved. Modelling with malleable materials, exploring the tactile qualities of materials. Structures can be made by putting separate objects or units together. Structures can be made by moulding a malleable material with hands and simple tools DT Project: Design and make a healthy fruit kebab</p> <p>Imagination: Indoor and Outdoor Role Play Area changed to children's reflect the children's interests. Using small world to retell the story of Talk for Writing stories / news/ experiences</p>	<p>Physical Development: Gross and Fine motor Skill</p> <p>Dough Disco: Fine motor control using dough to practise squeezing, balling, separating each finger to push the dough and also rolling a sausage shape.</p> <p>Fine Motor Challenges: Stacking and balancing, letter formation 'around' letters, letter formation 'down' letters, using a knife and fork to cut</p> <p>Cool Kids: We will be playing daily listening and attention games that will involve the children negotiating the space around them, carefully changing direction etc. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Melt, Solidify, Combine and Mix</p>	<p>Vocabulary to record changes</p>	
<p>PE Sessions: Dance</p> <p>Different ways of moving Changing direction Moving in time to music Exploring different ways of moving</p>	<p>Literacy</p> <p>Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words Tricky Words was you they my by all are sure pure Writing CVCC words, writing captions, writing lists</p>	<p>RE</p> <p>Why is the word 'God' so important to Christians? (What does God mean? Who believes in God? God the creator) Talk about things they find interesting, puzzling or wonderful and their own experiences and feelings about the world • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Heating and Cooling</p>	<p>Increasing and lowering temperature</p>	
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